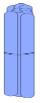
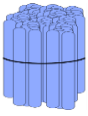


Name _____

Date _____



Draw models of ones, tens, and hundreds. Your teacher will tell you which numbers to model.

Name _____ Date _____

1. Draw, label, and box 100. Draw pictures of the units you use to count from 100 to 124.

-
2. Draw, label, and box 124. Draw pictures of the units you use to count from 124 to 220.

3. Draw, label, and box 85. Draw pictures of the units you use to count from 85 to 120.

-
4. Draw, label, and box 120. Draw pictures of the units you use to count from 120 to 193.

Name _____ Date _____

1. Draw, label, and box 90. Draw pictures of the units you use to count from 90 to 300.
2. Draw, label, and box 300. Draw pictures of the units you use to count from 300 to 428.
3. Draw, label, and box 428. Draw pictures of the units you use to count from 428 to 600.
4. Draw, label, and box 600. Draw pictures of the units you use to count from 600 to 1,000.

Name _____

Date _____

Work with your partner. Imagine your place value chart. Write down how you might count from the first number up to the second number. Underline the numbers where you bundled to make a larger unit.

1. 476 to 600

2. 47 to 200

3. 188 to 510

4. 389 to 801

ones	
tens	
hundreds	

hundreds place value chart

Name _____

Date _____

Your teacher will tell you a number to write in each box. In a whisper voice, say each number in word form. Use number bonds to show how many ones, tens, and hundreds are in the number.

ones	
tens	
hundreds	

ones	
tens	
hundreds	

ones	
tens	
hundreds	

ones	
tens	
hundreds	

individual place value charts

Name _____ Date _____

Write each number in expanded form, separating the total value of each of the units.

1. 231

2. 312

3. 527

4. 752

5. 201

6. 310

7. 507

8. 750

Write the answer in number form.

9. $2 + 30 + 100 =$

10. $300 + 2 + 10 =$

11. $50 + 200 + 7 =$

12. $70 + 500 + 2 =$

13. $1 + 200 =$

14. $100 + 3 =$

15. $700 + 5 =$

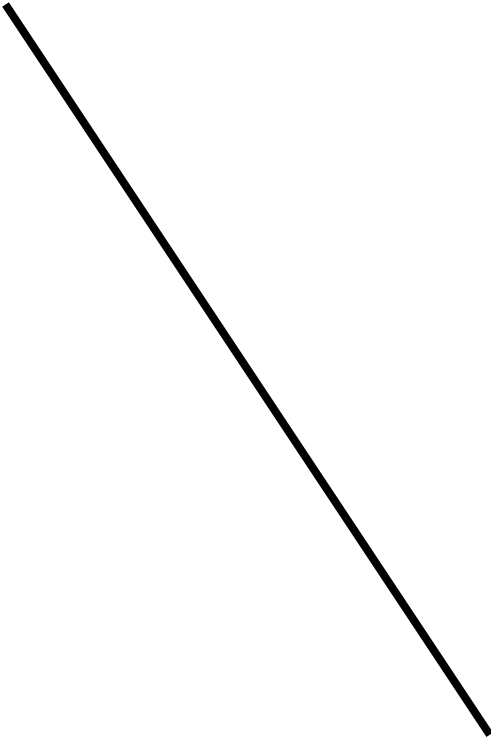
16. $7 + 500 =$

Name _____

Date _____

Match Part 1

Match the word form or unit form with standard form. Problem B is done for you as an example.

- | | |
|-------------------------------|-------|
| A. Two hundred thirty-four | • 204 |
| B. Three hundred seventy-four | • 930 |
| C. 7 hundreds 6 tens 3 ones | • 470 |
| D. Two hundred four | • 763 |
| E. Four hundred two | • 650 |
| F. 3 ones 7 hundreds 4 tens | • 903 |
| G. Four hundred seventy | • 123 |
| H. 9 hundreds 3 ones | • 673 |
| I. 3 ones 7 tens 6 hundreds | • 234 |
| J. 1 ten 2 hundreds 3 ones | • 374 |
| K. 5 tens 6 hundreds | • 402 |
| L. Nine hundred thirty | • 743 |
| M. 12 tens 3 ones | • 213 |
- 

Match Part 2

Match all the ways of expressing each number.

A. $500 + 9$

B. 4 hundreds + 34 ones

C. $60 + 800 + 3$

• 434

D. $9 + 500$

E. Eight hundred sixty-three

F. 9 ones + 50 tens

• 863

G. Four hundred thirty-four

H. 86 tens + 3 ones

I. $400 + 4 + 30$

• 509

J. 6 tens + 8 hundreds + 3 ones

K. Five hundred nine

L. 4 ones + 43 tens

Name _____

Date _____

Show each amount of money using 10 bills: \$100, \$10, and \$1 bills. Whisper and write each amount of money in expanded form. Write the total value of each set of bills as a number bond.

10 Bills

1.

136 = _____

2.

_____ = 451

3.

190 = _____

4.

_____ = 109

5.

460 = _____

6.

_____ = 406

7.

$$550 = \underline{\hspace{2cm}}$$

8.

$$\underline{\hspace{2cm}} = 541$$

9.

$$901 = \underline{\hspace{2cm}}$$

10.

$$\underline{\hspace{2cm}} = 910$$

11.

$$1,000 = \underline{\hspace{2cm}}$$

12.

$$\underline{\hspace{2cm}} = 100$$

Name _____ Date _____

First, model the count using ones, tens, and hundreds on your place value chart. Then, record your count on the empty number line.

Empty Number Lines

1. 70 to 300



2. 300 to 450



3. 160 to 700



4. 700 to 870



5. 68 to 200



6. 200 to 425



7. 486 to 700



8. 700 to 982



Name _____

Date _____

Jerry wonders, "How many \$10 bills are equal to a \$1,000 bill?"

Work with your partner to answer Jerry's question. Explain your solution using words, pictures, or numbers. Ask yourselves: Can I draw something? What can I draw? What can I learn from my drawing? Remember to write your answer as a statement.

Name _____

Date _____

1. Model the numbers on your place value chart using the fewest number of blocks or disks possible.

Partner A, use base ten blocks.

Partner B, use place value disks.

Compare the way your numbers look.

Whisper the numbers in standard form and unit form.

- a. 12
 - b. 124
 - c. 104
 - d. 299
 - e. 200
2. Take turns using the place value disks to model the following numbers using the fewest place value disks possible. Whisper the numbers in standard form and unit form.

- | | |
|--------|--------|
| a. 25 | f. 36 |
| b. 250 | g. 360 |
| c. 520 | h. 630 |
| d. 502 | i. 603 |
| e. 205 | j. 306 |

Name _____

Date _____

Count from **582 to 700** using place value disks. Change for a larger unit when necessary.

When you counted from **582 to 700**:

Did you make a larger unit at...	Yes, I changed to make:	No, I need _____
1. 590?	1 ten 1 hundred	____ ones. ____ tens.
2. 600?	1 ten 1 hundred	____ ones. ____ tens.
3. 618?	1 ten 1 hundred	____ ones. ____ tens.
4. 640?	1 ten 1 hundred	____ ones. ____ tens.
5. 652?	1 ten 1 hundred	____ ones. ____ tens.
6. 700?	1 ten 1 hundred	____ ones. ____ tens.

Name _____

Date _____

Draw place value disks to show the numbers.

1. 72

--	--	--

2. 427

--	--	--

3. 713

--	--	--

4. 171

--	--	--

5. 187

--	--	--

6. 705

--	--	--

When you have finished, use your whisper voice to read each number out loud in both unit and word form. How much does each number need to change for a ten? For 1 hundred?



empty number line

Name _____ Date _____

1. Whisper count as you show the numbers with place value disks.

a.

Draw 18 using tens and ones.

--	--	--

Draw 18 using **only** ones.

--	--	--

b.

Draw 315 using hundreds, tens,
and ones.

--	--	--

Draw 315 using **only** hundreds
and ones.

--	--	--

c.

Draw 206 using hundreds, tens, and ones.

Draw 206 using **only** tens and ones.

--	--	--

--	--	--

2. Whisper-talk the numbers and words as you fill in the blanks. Start by using the place value charts from Problem 1 to help you.

a. 18 = _____ hundreds _____ tens _____ ones

18 = _____ ones

b. 315 = _____ hundreds _____ tens _____ ones

315 = _____ hundreds _____ ones

c. 206 = _____ hundreds _____ tens _____ ones

206 = _____ tens _____ ones

d. 419 = _____ hundreds _____ tens _____ ones

419 = _____ tens _____ ones

e. $570 = \underline{\hspace{1cm}}$ hundreds $\underline{\hspace{1cm}}$ tens

$570 = \underline{\hspace{1cm}}$ tens

f. $748 = \underline{\hspace{1cm}}$ hundreds $\underline{\hspace{1cm}}$ ones

$748 = \underline{\hspace{1cm}}$ tens $\underline{\hspace{1cm}}$ ones

g. $909 = \underline{\hspace{1cm}}$ hundreds $\underline{\hspace{1cm}}$ ones

$909 = \underline{\hspace{1cm}}$ tens $\underline{\hspace{1cm}}$ ones

3. Mr. Hernandez's class wants to trade 400 tens rods for hundreds flats with Mr. Harrington's class. How many hundreds flats are equal to 400 tens rods?

Names _____ and _____ Date _____

Pencils come in boxes of 10.

There are 14 boxes.

1. How many pencils are there in all? Explain your answer using words, pictures, or numbers.
2. The principal wants to have 300 pencils for the second-graders for October, November, and December. How many more boxes of pencils does he need? Explain your answer using words, pictures, or numbers.

3. The principal found 7 boxes in the supply closet and 4 boxes in a desk drawer. Now does he have what he wants for the second-graders? Explain your answer using words, pictures, or numbers.
4. How many boxes of pencils do you think your class will need for January, February, March, and April? How many pencils is that? Explain your answer using words, pictures, or numbers.

Name _____

Date _____

472

--	--	--

274

--	--	--

724

--	--	--

Name _____

Date _____

472

--	--	--

274

--	--	--

724

--	--	--

Name _____

Date _____

472

--	--	--

274

--	--	--

724

--	--	--

Name _____

Date _____

1. Draw the following numbers using place value disks on the place value charts.
Answer the questions below.

a. 132

--	--	--

b. 312

--	--	--

c. 213

--	--	--

d. Which is the greatest number? _____

e. Which is the smallest number? _____

f. Order the numbers from least to greatest: _____, _____, _____

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 97 is less than / greater than 102.	f. 361 is less than / greater than 367.
b. 184 is less than / greater than 159.	g. 705 is less than / greater than 698.
c. 213 is less than / greater than 206.	h. 465 is less than / greater than 456.
d. 299 is less than / greater than 300.	i. $100 + 30 + 8$ is less than / greater than 183.
e. 523 is less than / greater than 543.	j. 3 tens and 5 ones is less than / greater than 32.

3. Write $>$, $<$, or $=$. Whisper the complete number sentences as you work.

- a. 900 899
- b. 267 269
- c. 537 527
- d. 419 491
- e. 908 nine hundred eighty
- f. 130 $80 + 40$
- g. Two hundred seventy-one $70 + 200 + 1$
- h. $500 + 40$ 504
- i. 10 tens 101
- j. 4 tens 2 ones $30 + 12$
- k. $36 - 10$ 2 tens 5 ones

4. Noah and Charlie have a problem.

Noah thinks 42 tens is less than 390.

Charlie thinks 42 tens is greater than 390.

Who is correct? Explain your thinking below.

Name _____

Date _____

1. Whisper count as you show the numbers with place value disks. Circle $>$, $<$, or $=$.

a. Draw 217 using hundreds, tens, and ones.

b. Draw 21 tens and 7 ones.

--	--	--

 $<$
 $=$
 $>$

--	--	--

c. Draw 1 hundred and 17 ones.

d. Draw 1 hundred 1 ten and 7 ones.

--	--	--

 $<$
 $=$
 $>$

--	--	--

2. Circle less than (<), equal to (=), or greater than (>). Whisper the complete sentence.

a. 9 tens is _____ 88.

less than
equal to
greater than

b. 132 is _____ 13 tens 2 ones.

less than
equal to
greater than

c. 102 is _____ 15 tens 2 ones.

less than
equal to
greater than

d. 199 is _____ 20 tens.

less than
equal to
greater than

e. 62 tens 3 ones is _____ 623

< = >

f. $80 + 700 + 2$ is _____ eight hundred seventy-two.

< = >

g. $8 + 600$ is _____ 68 tens

< = >

h. Seven hundred thirteen is _____ 47 tens + 23 tens.

< = >

i. 18 tens + 4 tens is _____ 29 tens - 5 tens.

< = >

j. $300 + 40 + 9$ is _____ 34 tens.

< = >

3. Write $>$, $<$, or $=$.

a. 99 10 tens

b. 116 11 tens 5 ones

c. 2 hundreds 37 ones 237

d. Three hundred twenty 34 tens

e. 5 hundreds 2 tens 4 ones 53 tens

f. 104 1 hundred 4 tens

g. $40 + 9 + 600$ 9 ones 64 tens

h. $700 + 4$ 74 tens

i. Twenty-two tens Two hundreds twelve ones

j. $7 + 400 + 20$ 42 tens 7 ones

k. 5 hundreds 24 ones $400 + 2 + 50$

l. 69 tens + 2 tens 710

m. 20 tens two hundred ten ones

n. 72 tens - 12 tens 60

o. 84 tens + 10 tens 9 hundreds 4 ones

p. 3 hundreds 21 ones 18 tens + 14 tens

Name _____

Date _____

1. Draw the following values on the place value charts as you think best.

a. 1 hundred 19 ones

--	--	--

b. 3 ones 12 tens

--	--	--

c. 120

--	--	--

d. Order the numbers from least to greatest: _____, _____, _____

2. Order the following from least to greatest in standard form.

a. 436 297 805 _____, _____, _____

b. 317 three hundred seventy 307 _____, _____, _____

c. 826 $2 + 600 + 80$ $200 + 60 + 8$ _____, _____, _____

d. 5 hundreds 9 ones 51 tens 9 ones 591 _____, _____, _____

e. 16 ones 7 hundreds $6 + 700 + 10$ 716 _____, _____, _____

3. Order the following from greatest to least in standard form.

a. 731 598 802

_____, _____, _____

b. 82 tens eight hundreds twelve ones 128

_____, _____, _____

c. $30 + 3 + 300$ 30 tens 3 ones $300 + 30$

_____, _____, _____

d. 4 ones 1 hundred 4 tens + 10 tens 114

_____, _____, _____

e. 19 ones 6 hundreds 196 $90 + 1 + 600$

_____, _____, _____

4. Write $>$, $<$, or $=$. Whisper the complete number sentences as you work.

a. 700 599 388

b. four hundred nine $9 + 400$ 490

c. $63 \text{ tens} + 9 \text{ tens}$ seven hundred twenty 720

d. 12 ones 8 hundreds $2 + 80 + 100$ 128

e. 9 hundreds 3 ones 390 three hundred nine

f. $80 \text{ tens} + 2 \text{ tens}$ 837 $3 + 70 + 800$

Name _____

Date _____

1. Model each change on your place value chart. Then fill in the chart.

Whisper the complete sentence: "_____ more/less than _____ is _____."

	242	153	312	465	571	683
100 more						
100 less						
10 more						
10 less						
1 more						
1 less						

2. Fill in the blanks. Whisper the complete sentence.

- a. 1 more than 314 is _____. f. _____ less than 199 is 198.
- b. 10 more than 428 is _____. g. 1 more than _____ is 405.
- c. 100 less than 635 is _____. h. 10 less than _____ is 372.
- d. _____ more than 243 is 343. i. 100 less than _____ is 739.
- e. _____ less than 578 is 568. j. 10 more than _____ is 946.

3. Whisper the numbers as you count:

- a. Count by 1s from 367 to 375.
- b. Skip-count by 10s from 422 to 492.
- c. Skip-count by 100s from 156 to 856.
- d. Count by 1s from 269 to 261.
- e. Skip-count by 10s from 581 to 511.
- f. Skip-count by 100s from 914 to 314.

g. I found letter _____ to be challenging, because _____

_____.

4. My starting number is 217.

I skip-count up by 100s seven times.

What is the last number I count?

Explain your thinking below.

Name _____

Date _____

1. Model each problem with a partner on your place value chart. Then, fill in the blanks and circle all that apply. Explain your thinking.

a. 1 more than 39 is _____.

We made a _____.

one
ten
hundred

b. 10 more than 190 is _____.

We made a _____.

one
ten
hundred

c. 10 more than 390 is _____.

We made a _____.

one
ten
hundred

d. 1 more than 299 is _____.

We made a _____.

one
ten
hundred

e. 10 more than 790 is _____.

We made a _____.

one
ten
hundred

2. Fill in the blanks. Whisper the complete sentence.

a. 1 less than 120 is _____.

f. _____ less than 938 is 838.

b. 10 more than 296 is _____.

g. 10 more than _____ is 306.

c. 100 less than 229 is _____.

h. 100 less than _____ is 894.

d. _____ more than 598 is 608.

i. 10 less than _____ is 895.

e. _____ more than 839 is 840.

j. 1 more than _____ is 1,000.

3. Whisper the numbers as you count:

- a. Count by 1s from 106 to 115.
- b. Count by 10s from 467 to 527.
- c. Count by 100s from 342 to 942.
- d. Count by 1s from 325 to 318.
- e. Skip-count by 10s from 888 to 808.
- f. Skip-count by 100s from 805 to 5.

4. Jenny loves jumping rope.

Each time she jumps, she skip-counts by 10s.

She starts her first jump at 77, her favorite number.

How many times does Jenny have to jump to get to 147?

Explain your thinking below.

Name _____

Date _____

1. Whisper the numbers as you count:

- a. Count by 1s from 326 to 334.
- b. Skip-count by 10s from 472 to 532.
- c. Skip-count by 10s from 930 to 860.
- d. Skip-count by 100s from 708 to 108.

2. Find the pattern. Fill in the blanks.

- a. 297, 298, _____, _____, _____, _____
- b. 143, 133, _____, _____, _____, _____
- c. 357, 457, _____, _____, _____, _____
- d. 578, 588, _____, _____, _____, _____
- e. 132, _____, 134, _____, _____, 137
- f. 409, _____, _____, 709, 809, _____
- g. 210, _____, 190, _____, _____, 160, 150

3. Fill in the charts.

a.

72	73			76	
			85		
		94			97
				106	
			115		

b.

		345	346		
	354				
			366		
				377	
		385			